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ABSTRACT

The following areas were of particular concern in this report: (1) Bibliographical control, which is considered to be the overriding purpose of librarianship; (2) the library's organizational structure, which must undergo some essential changes if the library is to meet the new challenge; (3) professionalism, which must become common and pervasive, rather than unusual and suspect; (4) the supporting staff, whose abilities must be welcomed and whose role in the library must be increased to match those abilities; (5) management training, which is necessary to an effectively run library and should be available to all supervisory personnel; (6) computers, which will and must do increasing amounts of routine and traditional library work; and (7) programmed instruction and gaming simulation, which are advanced learning techniques, respectively useful for teaching some aspects of library work systematically and for presenting the significance of all parts to the whole operation. (Author/NH)

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REPORT

of the

Committee on Continuing Education

and

Professional Growth,

Cornell University Libraries
Ithaca, New York

Submitted August 8, 1969

LI 003 227

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PREFACE

The following report is not that of a committee of experts. It presents the conclusions of several young Cornell librarians and library assistants assigned the task of examining the possibilities for continuing education and professional growth available to their fellow library workers. Each individual on the committee has devoted many hours beyond his normal duties to committee work; this has been a working committee in the fullest sense of the word.

We did not limit our inquiry to the most obvious topics. We listened to and investigated all suggestions, even those that appeared at first unpromising. Much of our time was spent in considering unfamiliar topics--professionalism, bibliographic control, information storage and retrieval, gaming simulation--and in no case were we aware of our results previous to conducting our inquiries.

The committee members were as follows:

Chairman: Robert S. Moore, Circulation Librarian, Uris Library

Secretary: Mrs. Susan Boissonnas, Reclassification Project Librarian, Olin Library

Members: Mrs. Eveline H. Aron, Library Assistant, Acquisitions Department, Mann Library

Mrs. Lurana E. Atwood, Library Assistant, Acquisitions Department, Olin Library

Miss Lorraine A. Kulpa, Assistant Law Librarian for Reference and Circulation, Law Library

Robert V. Pezdek, Associate Librarian, Industrial and Labor Relations Library

The committee is especially grateful to Ryburn M. Ross, Assistant Director for Technical Services, Cornell University Libraries; Gerald Salton, Professor of Computer Science, Cornell University; Jose A. Villegas, Assistant Professor for Housing and Design, Cornell University; and Diedrich K. Willers, Personnel Director, Cornell University, for all their expert assistance. We would also like to express our appreciation to J. Gormley Miller, Assistant Director for Personnel and Budget, Cornell University Libraries, for his invaluable assistance and advice. Thanks are due as well to Mrs. Ilze Olmsted for typing the committee's minutes, and to Robert Oakley for typing the draft of this report.

—Robert S. Moore

SECTION I
INTRODUCTION

David Kaser stated in his instructions to the staff Committee on Continuing Education and Professional Growth that "The fundamental reason for the establishment of your Committee is the rapidly changing nature and requirements of all aspects of research librarianship. It seems to me that libraries are going to be able to meet the new challenge of change only if library personnel keep their professional 'implements' honed to maximum working capability. Library personnel, however, can best accomplish this if library management makes it as desirable as possible for them to do so. I feel therefore that a strong and coordinated program of continuing education and professional growth is in our best interests, both individually and collectively, and that it is incumbent upon the library administration to do all it can to foster one."

In the rapidly changing academic library situation, one witnesses a dynamic conflict of values, a conflict in particular between the institutional need for efficiency and the professional need for autonomy. Misunderstandings concerning each other are common to both parties--those emphasizing institutional efficiency frequently perceive professional strivings as an attack upon themselves and a danger to their accomplishments; those emphasizing the professional challenge threaten to leave if their current demands, however unexamined, are not met. An institutional orientation tends to overlook the contemporary and developing need for bibliographical services of an increasingly sophisticated and specialized nature. Such professional efforts will take time; they cannot be effectively rushed since they involve original work. Also, those committed and qualified for meeting the new challenges will be thwarted in their efforts unless they are freed from the rigid bureaucratic control traditional in libraries. Individual freedom is the absolute prerequisite for all creative endeavors. But, at the same time, intellectual endeavor is not simply a matter of individual autonomy and knowledge. It also involves a willingness, when the situation calls for it, to do routine work, even that not strictly within the scope of one's training. It must after all be realized that professional excellence depends upon an efficiently run library and would be largely unthinkable without it.

The committee's specific assignment was divided into six points, as fcllows:

"1. To review programs of continuing education and professional growth currently available to Libraries staff:
   a. Through the Libraries;
   b. Through the University;
   c. Through the community
   d. Through self-help

2. To identify areas of greatest need for growth opportunities and existing impediments to maximum staff development.

3. To consider all aspects of educational training, developmental, and professional needs of staff at all levels: clerical, career subprofessional, supervisory, technical, specialist, professional, and administrative.

4. To study programs for personnel growth conducted elsewhere in search for ideas of use to CUL:
   a. Programs of use in other libraries;
   b. Programs of use in other industries.

5. To design an integrated program which might include recommendations for:
   a. Improving technical and skill training
      (1) Through orientation
      (2) Through on-the-job training
      (3) Through programmed instruction
      (4) Other?
   b. Gaining professional competence
   c. Developing leadership skills
   d. Acquiring advanced management techniques

6. To establish liaison with other University offices concerned and interested in staff education and training, University personnel Office, ILR Extension, BPA."

With so little literature on the subject and with the paucity of existing continuing education programs in libraries this was a novel endeavor for the members of this committee as well as for the profession in general. To substantiate the unusual nature of this undertaking, witness the meager catalog listing conferences, workshops, and short courses published by ALA and compare it with Catalog of Continuing Legal Education Programs in the United States which comes out twice a year with over 700 items.

In light of this difficulty, we found it necessary to devote December 1968 until mid-March 1969 simply to gathering information and determining the crucial issues. From that time until mid-June we conducted an intensive examination of each crucial issue. Since then, we have been synthesizing our conclusions and preparing this report.

We have been particularly concerned with the following areas:

1. Bibliographical control, which we consider to be the overriding purpose of librarianship;

2. the library's organizational structure, which must undergo some essential changes if the library is to meet the new challenge;

3. professionalism, which must become common and pervasive, rather than unusual and suspect;

4. the supporting staff, whose abilities must be welcomed and whose role in the library must be increased to match those abilities;

5. management training, which is necessary to an effectively run library and should be available to all supervisory personnel;

6. computers, which will and must do increasing amounts of routine and traditional library work;

7. programmed instruction and gaming simulation, which are advanced learning techniques, respectively useful for teaching some aspects of library work systematically and for presenting the significance of all parts to the whole operation.

SECTION II
CURRENT OPPORTUNITIES AND RECENT HISTORY

The outline of current opportunities reproduced below was drafted by committee members Susan Boissonnas and Lorraine Kulpa and revised and submitted for publication in the June 16, 1969, issue of the Bulletin by J. Gormley Miller. In part it represents the policies of Cornell University (e.g. the Degree Program for the academic staff), and in part the efforts of the university libraries (e.g. the various library orientation programs).

Preliminary Survey of Educational Opportunities for Library Staff

I. ACADEMIC STAFF

A. Degree Program

1. Eligibility
   a. Full time exempt employees with non-academic appointments
   b. Full time employees with academic appointments but no voting status on the University Graduate faculty

   c. Minimum of one year of employment for Cornell University.

2. Admission--approval of
   a. School or college as degree candidate
   b. Department head
   c. Special review board.

3. Released time granted
   a. For one course per semester
   b. For at least one semester, employment at half-time for half-pay.

4. Tuition and fees--waived (by the University).

For further details see J. G. Miller, Assistant Director, Personnel and budget.

B. Courses for credit

1. Enrollment through the Division of Summer Session and Extramural Courses
2. Tuition paid by employee
3. Notification of department head
4. Any course may be taken.

C. Informal arrangements for purposes of sitting in on classes.

1. Arrangements made individually between employee and instructor.
2. Notice must be given to department head.

D. Special cases

If programs or courses exist which are relevant to a particular need, library administrators will make arrangements for employees to take them.

II. SUPPORTING STAFF

A. Courses

1. Eligibility
   a. Minimum of one year of employment
   b. Limitations: one 3 or 4 hour course per semester for credit or audit

2. Registration
   a. Approval in writing of department head, instructor and University Director of Personnell
   b. Registration through the Division of Summer Session and Extramural Courses.

3. Kinds of courses
   a. Job related
      (1) For credit
         (a) Tuition waived
         (b) Released time given to attend class, but not for homework
      (2) For audit
         (a) Tuition paid by employee
         (b) Time missed must be made up
   b. Other courses
      (1) May be taken for credit or audit
      (2) All fees must be paid by employee and time missed must be made up.

4. Exceptions to the above rules

Petitions may be presented to an appeal board appointed by the University Director of Personnel and Vice President of Research and Advanced Studies.

5. Informal arrangements

Similar to those for academic staff, except that approval of the department head is necessary.

B. Trainee program

1. Limited by budgetary restrictions
2. Individuals with a bachelor's degree who plan to get a Master of Science in Library Science are eligible
3. Appointment in a professional position as a trainee

for a ten month period.
4. Library courses are taken during the summer with tuition paid by the individual. When available, Syracuse University library courses may be taken during regular year.

III. LIBRARY'S FOREIGN LANGUAGE PROGRAM FOR ACADEMIC AND SUPPORTING STAFF (Instruction provided by Division of Modern Languages)

A. Reading skills emphasized

B. Previous foreign language training desirable

C. Preferance given to employees with one year of service who intend to remain for one or additonal years

D. Approval of department head necessary

E. Division of Modern Languages may require final examination.

Professional Opportunities

I. CONFERENCES, WORK SHOPS, SHORT COURSES, SUMMER INSTITUTES

A. Administrative and academic employees eligible to attend

B. Those attending are given paid time off

C. Costs frequently subsidized by outside sources

II. STATE OR NATIONAL PROFESSIONAL ASSOCIATION MEETINGS

A. Membership in the association is not required. Time necessary to attend is usually granted.

B. For attendance at one professional meeting per year, expenses up to $50 or $75 depending on distance may be reimbursed if funds are available.

C. For participants at professional meetings, individual

arrangements are made to meet individual situations.

III. RESEARCH AND COMMITTEE WORK

No set policy as to whether such activities may be carried on during work time.

IV. ORIENTATION PROGRAMS

Vary with individual library

V. LEAVE FOR ACADEMIC EMPLOYEES AFTER SIX YEARS OF SERVICE

No set policy

VI. OTHER

A. Routing of professional material

B. CULSA meetings

Library Job Training

I. ORIENTATION

A. Introductory Library Training Program given at Olin for all new supporting staff, consists of:
1. Introduction to working at Cornell
2. General library activities
3. Technical processes (Limited to those working in technical services departments)
4. Various programs in individual libraries

Vocational Opportunities

I. NIGHT SCHOOL AND COLLEGE OPPORTUNITIES

Information about courses at Ithaca College, Ithaca High School, Ithaca Neighborhood Center, and Tompkins-Cortland Community College is available at University Libraries' Personnel Office.

Cultural-Social

I. ATTENDANCE AT LECTURES, CONCERTS, ETC. ON CAMPUS DURING THE WORKING DAY

A. Each academic staff member must decide whether he has time to attend

B. Supporting staff may attend with the permission of their department heads if they make up the time lost

II. DISCUSSION SESSIONS

Such sessions may be held on library time to discuss issues of importance to libraries in general and Cornell in particular.

III. ANNUAL MEETING OF ENTIRE STAFF

Generally held in the fall.

The recent history of the development of these programs is best divided into three phases: the first immediately before completion of the Olin Library; the second after that time till the arrival of David Kaser; and the third since David Kaser became Director of Libraries at Cornell.

The annual Librarian's Report for 1961-1962 states that "During the past few years when the major building programs were underway, it was not possible to give the attention required to the development of the staff." During the first phase, however, the foreign language program had been planned, the first issue of the Bulletin published (August, 1959), and a nearly successful attempt made to have library courses taught at Cornell under the auspices of the Syracuse University Library School.

After the completion of Olin Library, J. Gormley Miller arranged a management conference directed toward the problems of middle management in a growing organization. He also planned and instituted an elaborate series of staff meetings--all staff, professional staff, and supervisory personnel--in order to increase participation and understanding through better communication. In Olin, the Circulation and Reference Departments experimented with exchanging employees in order to promote a mutual understanding of their respective operations. In 1964 the trainee program was established for supporting staff interested in becoming librarians. Both the Degree Program for academic staff, and the detailed Orientation Program at the Olin Library for supporting staff began in 1968.

The clear trend has been to spend increasing amounts of

time on personnel development. Since the arrival of David Kaser, this tendency has been accentuated. The creation of this committee in November, 1968 was the first attempt to examine systemmatically the problems and possibilities of continuing education and professional growth in a large academic library. For librarians, the official elimination of the rigid 8 to 5 work schedule was intended to reward and encourage professional growth. By convening the Meeting of the Academic Staff, a forum was created for the discussion of professional issues, and, more important, for the full participation of academic employees in professional decision-making. A formal request has been made to the university administration that librarians be given the privilege of enrolling in individual courses related to their professional or academic interests without having to enter a degree program. Sabbatical leaves are being requested for librarians with important research projects. A Circulation Automation Committee has been established. Publication by and faculty status for librarians have been actively discussed, and a committee established to study peer-group evaluations. Meetings that bring together all interested staff members for discussions, debates, and decisions have been encouraged. Finally, the Bulletin has developed into a publication in which to report upon and to question from all points of view the philosophical and professional general issues involving the Cornell University Libraries. Thus, over the past ten years, there has been an increasingly dynamic involvement of the library staff in the decision-making process within the library. Perhaps this is the most important educational development of the period, since it brings to the attention of each participating staff member the complex and concrete problems of real decision. This process began gradually, as involvement with the problems of the construction of the Olin Library receded. During the past year, the process of joining continuing education with participation in decision-making has continued at a sharply accelerated rate. And indeed it appears that education without responsibility for decisions is hopelessly abstract, while decision-making without continuing education is inevitably inadequately informed.

SECTION III
PRIMARY NEEDS AND CURRENT IMPEDIMENTS

The committee has located seven broad areas where the need for change and understanding--that is, education--is greatest.

1. Bibliographical Control.

This is a technical term indicating a high degree of mastery in an area of recorded knowledge. It goes beyond a thorough familiarity with the bibliographical tools of a subject, and includes a comprehensive knowledge of the subject and its literature. This union of bibliographical awareness and subject knowledge in the librarian indicates the professional capability of a "professional specialist" (Lester Asheim) or a "bibliographical consultant" (Patrick Wilson). It is now thought that only those with these combined abilities can adequately supply advanced informational and textual needs. Therefore, librarians should increasingly specialize in a subject area, and, to complement this, they must develop a theoretical understanding of and a systematic approach to bibliographical problems. How many of us could adequately discuss the theoretical advantage of whole texts over individual items of information, or point out the limitations of the view that holds that the proper goal of bibliographical policy is to make available the results of previous inquiries? Both questions can be routinely answered by bibliographical theory.

Bibliographical control has as its goal the providing of better professional services to meet the growing need for better control over recorded information and knowledge. This is an extremely difficult goal requiring a knowledge of new media, correspondingly new methods, and ultimately a new breed of librarians. This idea is not new--the librarians in ancient Alexandria had it--but we have lost sight of it, and many librarians do not know what it is or who determines it. We have forgotten our clientele, whom we are duty-bound to serve: our conduct, some have thought, borders on gross negligence. We lack both an active program encouraging subject specialization and, in addition, any means of teaching the theoretical foundations of bibliographical control.

2. Organizational Structure.

This is a real problem and requires a whole new way of looking at libraries and library personnel from top to bottom. We believe that the traditional structure must be modified to encourage more active participation of supporting staff in traditional library operations. The academic staff needs to be encouraged in their professional pursuits by being increasingly freed from bureaucratic control and from routine clerical and supervisory tasks. In this situation, where there are two distinct groups in the library with widely different interests and attitudinal traits, the task of management is to coordinate

the activities of these two groups--to maintain efficiency while fostering professionalism.

The effect on the library of this dual structure should be carefully studied. Only by realizing its implications can a systematic, functional continuing education program be designed to meet the characteristic individual needs of each side.

3. Professionalism.

In the literature of the library field, librarians have come under a blistering attack for their lack of professional attitudes. This charge is accompanied by a diagnosis that the current bibliographical situation is in a critical state and requires immediate professional attention. In this situation, if librarians fail to equip themselves adequately to meet current exigencies, other disciplines will take over.

It is argued that, if librarians themselves are to meet the challenge posed by the publication and information explosions, then they must develop a strong professional commitment--a willingness to work long, irregular hours, to specialize, to acquire a theoretical orientation, to establish and enforce high standards of workmanship, to emphasize a client-oriented service tradition, and to continue their education.

Libraries allowing and encouraging this type of professional commitment will vastly increase the quality and calibre of their institutions and quickly improve the image of their professional staffs. Their reputation will attract idealistic young librarians, those with the best professional qualifications.

4. Supporting Staff.

We think that the role of the supporting staff should become considerably larger in the near future. Many of their jobs, even those requiring a college education, have been reported lacking in responsibility and variety. "We are treated like children." An intensive job analysis and description leading to a more accurate separation of clerical, technical, near-professional, professional, and specialist tasks would seem desirable because, in addition to its other advantage, it would prepare the way for the introduction of programmed instruction. It is our opinion that a complete re-examination of the role of the supporting staff in the library is in order, both to insure them jobs that match their abilities and to do the same for the academic staff.

5. Management training.

This training should be available to all library personnel who may, at some time, exercise supervisory control over other individuals in small or large groups. This is especially true of organizations such as the Cornell Libraries, that are growing and changing in size, complexity and character. Labor unions (which

emphasize group identification) present an especially delicate problem to management. Also, with its need for individual autonomy, professional specialization presents a demand for a new type of leadership (coordination, rather than direct supervision).

The absence of a regular management training program of on-the-job-instruction and of workshops has been a particular handicap in this area. Also, during the next five to ten years when we hope to see librarians making a dramatic transition to full professional stature, as well as the frequent application of computer technology to library tasks, we suspect transitional job categories will present management with particularly intricate problems. But professionalism applies to management also.

6. Computer technology.

Automation of the record-keeping within the library--of circulation, serials, etc.--appears to be a forgone conclusion. The effect of this change on the library is far less clear. As a result there is a widely felt need to understand the nature of the phenomenon and its pros and cons. The fact that the computer is not located within the library aggravates the situation. Also, the computer is a hard taskmaster requiring unerring accuracy.

Opposition to the use of the computer is generally expressed in terms of its specific failings, and frequently stated without an attempt to analyse whether the cause lies with the limitations of the computer itself, with programming mistakes, with faulty input, etc. The absence of a discussion group devoted to this topic is a serious impediment.

7. Programmed Instruction and Gaming Simulation.

Both of the above teaching devices are widely used in industry. Programmed instruction thoroughly, quickly, and with a minimum of assistance from an instructor can teach languages or definable parts of an operation. The primary impediments to its effective use in the library are the initial cost of development, and the lack of data as to success of application of this technique in library situations.

Gaming simulation is a technique used to study large and complex situations where decision-making is especially difficult because it must take into account a bewildering array of important factors and possible eventualities. It encourages a careful examination of the relationship of the parts of an organization to the organization as a whole and its purpose. In particular it illustrates the consequence of decisions, the consequence of poor ones being experienced quickly in the gaming situation.

Exploration and experimentation with these techniques are urgently needed.

SECTION IV
SUGGESTED PROGRAM

The intentions of the following proposals are to encourage ability, talent, and application and to accomplish this by providing clear opportunities and avenues of advance for all library personnel. It has been our intention as well to provide two avenues of advancement in the organization, the one by formal education, the other by proven performance, ability, and experience. In many cases, formal educational requirements prove artificial and excessively rigid; but practical job experience without theoretical training may be excessively circumscribed. The various avenues of progression are illustrated graphically on the next page.

1. Orientation Programs.

All orientation programs have a common objective: they intend to show the relationship of single aspects of library work to the functioning of the entire library system. As such, this kind of instruction should not be confused with training for a specific job, which is normally given by the employee's immediate supervisor. It is especially important that orientations be carefully and systematically conducted, since they lay the foundation upon which a new employee can meaningfully work.

We think that the orientation program currently offered to supporting staff at Olin should be continued, and that it should be expanded to include a complete tour of the campus libraries. There should be an expansion in coverage of material and use of a greater variety of media for presentation. But the most important goal is to work towards perfecting the present program. The effective use of audio-visual and other teaching aids should be studied.

Special consideration should be given to the use of programmed instruction, using, perhaps, looseleaf binders to contain the programs. Since this is a technique that is intended for independent study, the teaching time saved quickly makes up for the initial writing of the programs, especially since it also teaches the tedious but basic facts of an operation, which are generally learned only by frequent repetition, more quickly, systematically, and thoroughly than is possible in a lecture situation. Also, since the initial program can be inexpensively reproduced, it can be left with the employee for future reference.

A frequent criticism made by supporting staff has been the irrelevance of employment tests to jobs actually applied for. Typing ability is frequently overemphasized for jobs that require

Asheim's Chart (modified)

LEVELS OF LIBRARY PERSONNEL

Sabbatical leaves for research and publication.	Professional Specialist	e.g. subject specialist; language specialist; information scientist; administrator	Education beyond the master's degree: 6th year post-master's PhD; Master's in other subject field; continuing education in many forms.	Recognition of unusual ability, self-education, professional accomplishments (by research and publication)
Subject MA or PhD degree program, fourth-year leave for completion.	Librarian	general practitioner	master's degree	MLS required
MLS degree program; Trainee program plus one course per semester at Cornell.	Library Assistant	professional responsibilities at a high level	bachelor's degree (with or without minor in library science); bachelor's degree plus library course work at graduate level short of MA degree	exceptional ability and application
BA degree program for those intending to go on to an MLS	Technical Assistant	simple, routine tasks; special skills tasks	2-4 years college; A degree (with or without library technical assistant courses); Post-secondary training in special skills	practical abilities and appropriate experience
Technical training course on the job or possibly at a Community College	Library Clerk	typing, filing, operation of business machines	Business school or commercial course	high school and willingness to learn

a minimum of this talent. Perhaps a more accurate assessment of an applicant's abilities to fill a specific library job might be made on the basis of his performance in the library orientation program.

Additionally, this Committee recommends that a brief orientation program should be planned for librarians new to the Cornell Libraries. It should emphasize the unique features of the Cornell Libraries--the way we do things here. It should also include a complete tour of the campus libraries.

Up-to-date and regularly revised department or library manuals are essential to an effective training program. A determined effort should be made to see that each library or department has one, that it meets certain standards of coverage, and that policy changes are regularly recorded. The chief advantage of these manuals is that they may be used for self-education and familiarization by both academic and supporting staff, thus saving considerable teaching time, and that they may be referred to in cases of doubt concerning particular policies.

Finally, we recommend that library personnel responsible for orientation and training programs gather on a regular basis to exchange ideas and to establish standards, guidelines, and cooperative plans. Doubtless it will take several years to set up a comprehensive and effective overall program, but we believe that the determined effort will be rewarded many times over, because a carefully planned program will train and orient people more quickly and effectively, and will eventually take less staff time to administer.

2. For the promotion of the interests of the supporting staff.

We recommend that job-related courses audited and paid for by supporting staff should be on a released-time basis. Also, classes taken by qualified supporting staff in pursuit of a bachelor's degree from Cornell, should be considered job-related, tuition waived, and time given to attend class. We recommend that a bachelor's degree program, similar to the degree program for academic staff, be established for qualified supporting staff, with a minimum of one year of employment in the Cornell University Libraries. Provision should be made to allow the taking of as many as six credit hours each semester. When the point is reached where the degree can be completed in a year assuming a normal course load, a leave of absence at half pay should be granted for that period for the completion of the degree.

We recommend that the possibility be explored of having local colleges offer programs teaching the basics of library science and clerical and technical specialties (key punching, audio-visual, etc.) needed in library work. This might form part of a Library Technician's program as described by Lester Asheim.

We recommend that the library trainee program be continued and considerably expanded to include as many as five candidates. It should be complemented by a regular series of library science courses taught one each semester in the evening at Cornell, and probably under the auspices of the Syracuse University Library School. These classes combined with summer school classes should lead to the MLS degree in about three years. Provision should be made that the courses taught at Cornell will be available at one-half the normal tuition for Cornell Library employees, even though they are administered by the Syracuse University Library School.

3. For the promotion of academic interests.

We recommend that the degree program for academic staff be continued, and that it be complemented by a standard one-year leave at half-pay to complete the degree. This year would normally come at the beginning of the fourth or fifth year of employment as a librarian at Cornell, and leave for study would be for completion of a degree program begun earlier. Once the master's degree in a subject had been conferred, the title of "professional specialist" might be awarded. Also, we recommend that achievement of the subject master's be considered as grounds for immediate promotion in the organization. This is especially important because it would correct the unfortunate tradition still prevalent in libraries of awarding promotions only on the basis of increased administrative duties.

The problem of how to employ a "professional specialist" effectively, one who combines the MLS degree with an area of intensive specialization, is dealt with in Appendix One. It is our opinion that this title might also be awarded to those without a subject master's who have shown special talent in administration or who have displayed unusual ability through independent study and publication.

Occasionally, scholars from other disciplines may prefer to combine bibliographical work rather than teaching with their research and therefore wish to take up library work. These individuals should be expected to complete the MLS degree in a similar manner to the library trainee, since without this education it would be difficult to acquire the essential balance and systematic understanding of the library profession as a whole.

We recommend that sabbatical leaves be available to librarians who have important research projects. This would apply especially to "professional specialists," who would be particularly concerned and aware of publication and research needs in the areas of their specialization.

Extended leaves of absence should be available to "professional specialists" who wish to further their bibliographical specialization by pursuing a Ph.D. in library science. If possible, special scholarships should be established to support the most talented of these candidates in their efforts.

We recommend that participation in the appropriate professional organizations should be encouraged, and suggest that the library provide an appropriate subsidy to each librarian, to be used for membership fees in professional organizations. It is possible that the dues of freshman librarians could be wholly paid by the Cornell University Libraries for the first two years of service and that beyond the second year, the library would pay a percentage. This would encourage new members to be active upon initial entry into the profession. Also, we recommend a more realistic expense allowance for those attending professional meetings, since the present allowance has not changed for over ten years.

With increased participation and attendance, librarians should also be encouraged to give reports of the results of conferences, institutes, and professional meetings to other librarians concerned with the topics discussed at them.

Special priority should be given to continued efforts to obtain the privilege for librarians of taking individual courses related to their academic or professional interests for credit or audit and with tuition waived. Librarians, rather like journalists, are expected to be conversant with new developments in many fields and to understand with considerable depth new trends in their areas of specialization. The natural way for them to fulfill this responsibility in a university is by taking courses not necessarily related to any further academic degrees. Without this opportunity, they are either prevented from getting the education they need or compelled to make awkward informal arrangements to take courses essential to their professional development.

4. Management training for all supervisory personnel.

We recommend that management training be made available to <u>all</u> supervisory personnel, preferably before they assume their supervisory responsibilities. To make this possible, we suggest creating a pool of selected employees who have had such training, and who would be prepared to fill emergency vacancies. (Incidentally, this approach could be applied to non-supervisory jobs in the library as well.)

In this training, special attention should be given to the managerial problems characteristic of libraries, where professional and clerical work is performed in a bureaucratic setting. The training should be not only theoretical, but should also illustrate the basic theories of management--motivation, identification, communication, etc.--using actual case histories taken from library or library-like work situations.

Both the Business and Public Administration and the Industrial and Labor Relations schools have management programs. Also, the university will for the first time this fall have a training director who will be organizing management training programs for university employees. These programs should be further investigated in the light of their potential usefulness to the library.

It would, of course, be especially valuable if management workshops could be organized specifically for library employees.

We recommend that the library investigate the use of gaming simulation and the creation of a library game. As a management training device, this method is widely used in both government and industry. Since games are used by several departments in the university, it would be relatively easy to explore this possibility further.

5. Permanent Committees

We recommend that this committee be continued as a regular body, and that appointments should be for overlapping three year periods.

We recommend to the Meeting of the Academic Staff that a Research and Publications Committee be established. This committee would have two major functions: to decide what kinds of research and publications are necessary; and to encourage, coordinate, and evaluate research and publication. The evaluative function should not, of course, be the absolute right of the committee, but it is, however, a crucial function because while research and publication are necessary to a faculty, publication should never be encouraged for its own sake. The committee would also see that the appropriate support for research and publication was available: time off to write, typists, machine facilities, postage, etc. Finally, the committee could arrange for workshops on problems in research and publication.

We especially recommend that a Bibliographical Control Committee be established by the Meeting of the Academic Staff to investigate and evaluate thoroughly our reference and book selection services, and to compare them with those offered by information scientists and documentalists. This committee would be concerned with the systematic application of bibliographical and information retrieval theories to the Cornell University Libraries, and with the employment of computers to assist in implementing better bibliographical control. The original idea of this committee developed from a criticism of the libraries which claimed that they do not typically, systematically, and empirically evaluate the performance of their systems. Be this as it may, such a committee would be especially useful since it would represent a cooperative effort of individuals from the public and technical services' departments, and encourage, eventually, a closer interrelationship of libraries and librarians to university departments and faculty.

6. Staff rotation of all personnel among departments and libraries.

While experience has shown that rotation of new staff among departments is inefficient, we believe that efficiency would be

increased by offering experienced personnel the opportunity of working in the same department in another library or in another department in their own. The exchange of ideas and experiences would be accelerated, mutual understanding promoted, and narrow, self-centered perspectives discouraged. Therefore, we recommend that exchanges of personnel for short periods between Uris and Olin Circulation, Mann and Olin Reference, etc., be considered.

7. Communication.

Probably the most frequent complaint of both supporting and academic staff is that they have not been informed about matters of importance to them in the performance of their work. Department heads and others who attend administrative staff or other meetings should carefully note significant points of information and make a point of asking themselves who needs to know this and what items are of general interest. If detailed minutes of the meetings were kept, it would be possible to extract items of general interest for publication in the Bulletin.

Regarding the continuing activities of this committee, we recommend that an article indicating progress and new developments in continuing education appear monthly in the Bulletin. Also, it would be desirable to foster the exchange of ideas and the development of coordinated programs with other academic libraries in New York and the northeast.

8. Appointment of a training director.

As the Cornell University Libraries' continuing education program develops in complexity and scope, the need will be experienced for an individual responsible for coordinating the programs and evaluating their individual and collective effectiveness. We therefore recommend that the eventual appointment of a library training director be considered.

SECTION V
CONCLUSION

We have considered several sides of the continuing education issues. What may we conclude about its prospects in the Cornell University Libraries? Certainly it has many friends, a few enemies, and a number of doubters. Time, money, and staff turnover all militate against its success--time needed for daily tasks, money for necessities, and staff turnover undermining the most brilliant accomplishments. But all of these objections may be made against life itself.

Aside from objections such as these, what about the soundness of the proposed effort to change the library profession dramatically--and, concommitantly, everything that relates to it? First, the brief history in section two of this report indicaties that this effort is the result of an evolutionary process, however hesitating, and not an ephemeral idea arising only from local and temporary circumstances. Second, there have been suggestions of and demands for the venture in the literature of the library world for a number of years, the outcries of the more fervent advocates of the effort having been complemented by the restrained proposals of the more cautious. Third, the beginnings have already been made--Patrick Wilson of the University of California Libraries has already laid the theoretical foundations necessary for the systematic implementation of bibliographical control over entire texts, rather than merely over items of information. Fourth, many of our youngest and most promising librarians are eager, even pressing for opportunity to address themselves to this challenge, and new librarians are graduating from advanced schools already prepared for the task. Fifth, many of the leading philosophical, social, and historical observers and critics of our times (for example, José Ortega y Gasset, Marshall McLuhan, and Henry Steele Commager) have declared, each in his own way, for the necessity of the project. Sixth, as our own director, David Kaser, has stated, society may well eventually reject us if we do not live up to the demands it makes upon us.

For all these reasons, would it be anything short of folly not to begin? We cannot say as yet how far we will be willing or able to go, but it would seem that the library profession can only accomplish its mission by attempting to understand and organize the facts, knowledge, and ideas contained in our libraries.

APPENDIX I

What kinds of professional recognition can the librarian who obtains academic degrees beyond the MLS reasonably expect as he continues to work in the Cornell University Libraries system?

This question is a very disturbing one for both the young and the experienced librarians who are contemplating the strenuous financial and mental commitment to seek and acquire additional academic achievments. What good will it do them, besides providing personal satisfaction?

At the present time there are some administrative posts available for recognizing such accomplishments. However, these positions are not numerous, and, besides, they seldom are the kind in which the librarian will tap the new field of knowledge he has so diligently studied. Moreover, it may be that the librarian does not seek greater administrative responsibilities, but prefers to pursue the more intellectual aspects of librarianship in connection with his speciality.

To be beneficial at all, any approach to this problem must, of necessity, give the needs of the library paramount consideration. The institution cannot afford to encourage its professional personnel to acquire Ph.D.'s in astrophysics or thermodynamics if it cannot realistically use people with such degrees to manage the affairs of the library. Such a policy would not only be unwise, it would be foolhardy and economically disastrous. If there are librarians who have such aspirations, they should be encouraged to go where their talents and knowledge can be effectively and efficiently used.

However, where the choice of subject specialization is not so remote or unusual, every effort should be made to have the librarian utilize it in some capacity once he has acquired the necessary academic credentials. Bibliographers in a variety of fields are needed in the Technical Services Departments. A greater variety of subject specialists should be used in the reference departments of all libraries. Here is where staff rotation among departments and libraries could be appropriately practiced. A circulation librarian with a masters degree in history or music or biology should spend some time in the reference departments of the corresponding libraries serving these disciplines. He should be consulted and participate in the book selection for these areas. Faculty and students with special problems in these subjects should be referred to him for assistance, because he knows the field. Such scheduling of personnel would maximize the variety of work that certain individuals need to remain content in their profession, and it would provide greater service to the academic community of which the library is a part.

Also, the library, in relation to the educational and research programs of the university, is capable of determining the areas where it needs qualified personnel specializing in a variety of subjects. It should make such information available to its staff, so that those who are considering cultivating a speciality may be motivated to choose from among those the library needs most. Of course, concurrent with this policy is that of selective recruitment, wherein the library should seek to acquire and maintain a representative staff with a variety of specialities.

Librarians who have achieved an expertise in a field should be encouraged to seek greater contact with the university faculty in that area of teaching and research. Perhaps the library administration should consider ways of promoting a closer union between the faculty and the library and between the students and the library. It may be possible for librarians to participate in the presentation and teaching of certain subjects, thus bringing the two major segments of the university community in closer contact with the library.

--Lorraine A. Kulpa

APPENDIX II

This chart is submitted as an alternative proposal to Dr. Asheim's, referred to in the body of the report, at p.14. The basic difference between the two is that this one has two columns of progression whereas the other has just one. This reflects a recognition that the personnel needs and make up of libraries may change radically in the future. Information and communication systems are developing rapidly. New media are being discovered and utilized each day by people in places outside the library profession. Also, operations such as accounting, personnel management, development of equipment, etc., which are common to libraries as well as to business and industry, are being researched and revised. To accomodate these transformations in the library it may very well be necessary to employ experts from other specialized areas to the extent that they will have full time responsibilities in the library organization.

Therefore, just as we are concerned with providing librarians with a procedure for upward mobility, with corresponding educational opportunities, so also must we make some similar provisions for those joining the library in capacities other than librarian. After all, continuing education may be as important to these individuals in their own field of endeavor and as these relate to library operations as it is for librarians. Admittedly, at the present time, there are very few positions that would qualify for inclusion at the top of the "supporting staff" category but, as already indicated, future developments may warrant this kind of consideration.

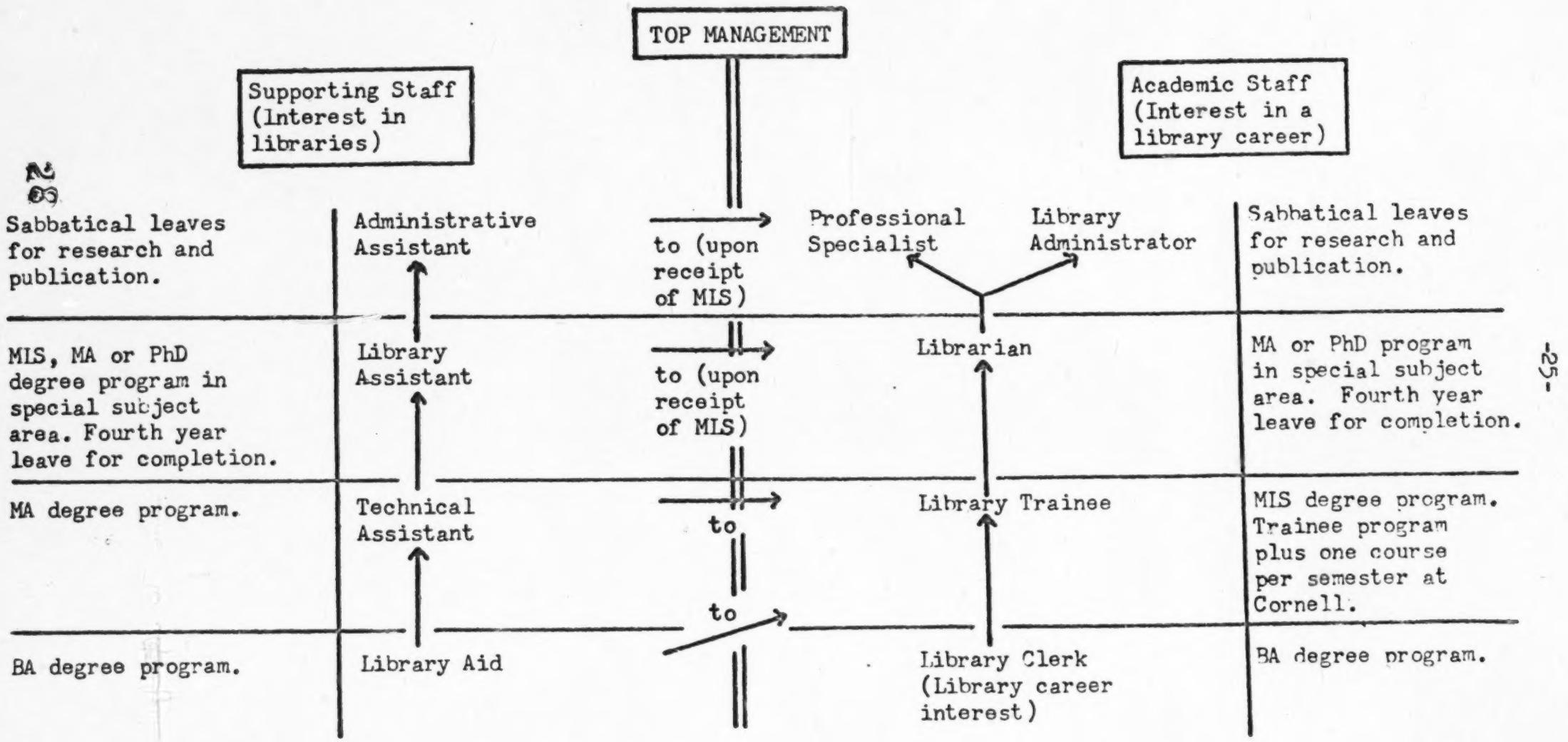
Of course it seems only logical that anyone having more than a passing interest in the work of the library would want to obtain an MLS degree. However, it is equally reasonable to maintain that there may be some individuals who are very much interested in library operations from perspectives other than a librarian's. Of course, it is hoped that such persons would eventually want to acquire an MLS degree, if only for the sake of enhancing the profession of librarianship within the broader community. For this reason mobility is made possible in a horizontal, as well as vertical direction, depending upon the abilities and aspirations of each library employee. Access to the top of the institutional ladder is not denied to individuals who have chosen to acquires credentials other than advanced degrees in librarianship. Neither is the professional subject specialist, on the academic staff side of the chart, prevented from reaching the top because he has chosen to channel his efforts in intellectual pursuits, rather than seeking administrative positions with increased management responsibilities.

An effective program of continuind education can unquestionably facilitate the movement of staff from one category to another in both directions. Certainly the advantages of pro-

moting qualified and interested personnel into the higher positions are self-evident and need not be enumerated here. Continuing education must be viewed as a form of capital investment in human beings, by far the most important resource we have. In the near future the University will have to commit itself to new library buildings, new physical equipment and new methods of information keeping. Therefore, priority should be given to the professionalization of library personnel at all levels. Otherwise a vicious circle is maintained whereby staff overturn remains high because of lack of professional opportunity, and the excuse given for lack of educational programs is high staff turnover. There is nothing which hinders efficient library operation as much as the inability of management to provide conditions ensuring some degree of staff continuity.

--Lorraine A. Kulpa

Progression Chart


TOP MANAGEMENT
Supporting Staff (Interest in libraries)
Academic Staff (Interest in a library career)
Sabbatical leaves for research and publication.
Administrative Assistant
to (upon receipt of MLS)
Professional Specialist
Library Administrator
Sabbatical leaves for research and publication.
MIS, MA or PhD degree program in special subject area. Fourth year leave for completion.
Library Assistant
to (upon receipt of MLS)
Librarian
MA or PhD program in special subject area. Fourth year leave for completion.
MA degree program.
Technical Assistant
to
Library Trainee
MIS degree program. Trainee program plus one course per semester at Cornell.
to
BA degree program.
Library Aid
Library Clerk (Library career interest)
BA degree program.

APPENDIX III
SURVEY OF EDUCATIONAL OPPORTUNITIES IN COLLEGES AND UNIVERSITIES

The Directors of Personnel at one hundred and ten colleges and universities in the United States and Canada were sent letters in January of 1969, requesting a copy of their faculty and staff handbooks. Fifty-seven were kind enough to send the publications requested. Seven others replied that the handbooks were unavailable for a variety or reasons.

Faculty and staff handbooks were requested in the belief that the information sought would be available in them. For the most part, only partial information was available. This necessitated telephone calls to thirty-five Personnel Directors and/or their assistants to obtain complete information for the five catagories.

The benefits in the areas surveyed were available to faculty and staff members anywhere from sixty days to six years after the date of employment.

Leaves without pay for purposes of study in almost all instances could be renewed for another time period, i.e. a quarter, a semester, a year. In the area of leaves, the policies here are exclusive of sabbatic.

Any significant variation from another institution is footnoted.

--Robert V. Pezdek

SURVEY OF EDUCATIONAL OPPORTUNITIES IN COLLEGES AND UNIVERSITIES

	Courses	Tuition Exemption	Leave With Pay for Study	Leave Without Pay for Study	Sabbatic
American Univ.					
Faculty	6 hrs/sem[1]	Free	DNA[2]	1 year	yes
Staff	"	"	"	3 months	none
Univ. of Arkansas					
Faculty	1 cor/sem[3]	Partial	"	1 year[4]	yes
Staff	"	"	"	none	none
Boston Univ.					
Faculty	6 hrs/sem	Half	"	1 year	yes
Staff	"[5]	"	"	DNA	none
Bucknell Univ.					
Faculty	1 cor/sem	Free[6]	1 year for study[7]	Rarely granted	yes
Staff	"	"	none	"	none
Cal. Institute of Technonogy					
Faculty	1 cor/sem	Free	3-7 wks.[8]	1 year	yes
Staff	"	"[9]	none	DNA	none

1. Enrollment not permitted in courses which meet during normal working hours.

2. (D)ata (N)ot (A)vailable.

3. Limited to a maximum of five semester hours credit per semester and not more than eight hours per academic year.

4. Ordinarily not granted to one below the rank of Assistant Professor.

5. While courses are to be taken outside of normal working hours the exceptions listed make it possible for the course to be taken during normal working hours without undue hardship provided that it falls within one of the five exceptions.

6. Applies only to enrollment for the regular degree program.

7. The salary is paid at the rate of one half for the full year or full salary for one semester. The person must have served the university for at least three years.

8. Three weeks plus four of vacation.

9. The tuition for training workshops is paid in full by the department if it is part of a program to improve your performance in your present position.

	Courses	Tuition Exemption	Leave With Pay for Study	Leave Without Pay for Study	Sabbatic
Univ. of Calif. (Berkley)					
Faculty	1 cor/sem	Half	none	DNA	yes
Staff	"	"	"	6 months	none
Univ. of Calif. (Los Angeles)					
Faculty	1 cor/sem	Half	none	DNA [11]	yes
Staff	"[10]	"	"	6 months	none
Carleton College					
Faculty	Permitted[12]	Free	Permitted	Permitted	yes
Staff	none	none	none	none	none
Carleton Univ.					
Faculty	1-2 cor/sem	Free	2 years	2 years	yes
Staff	"	"	1 year	none	none
Carnegie-Mellon Univ.					
Faculty	2 cor/sem[13]	Free	1 year	1 year	yes
Staff	"	"	none	none	none
Case-Western Reserve Univ.	(audit)				
Faculty	1 cor/sem	Free	none	1 year	yes
Staff	"	"	"	3 months/yr[14]	none
Univ. of Cincinnati					
Faculty	4 crdts/qtr[15]	Free	none	1 year	yes
Staff	"	"	"	"	none
Univ. of Colorado					
Faculty	5 hrs/sem	Reduced	3 months	1 year	yes
Staff	"[16]	"	"	"	none
Columbia Univ.					
Faculty	6 points/trm	Free	1 year	1 year	yes
Staff	"	"	none	none	none

10. The course should be outside of normal working hours or with an adjusted work schedule of equivilant hours or reduced pay, eligible after 6 months employment.

11. Can be extended to a year with the approval of the chief campus officer.

12. The information in these catagories was obtained in a telephone interview with the Director of Personnel.

13. By arrangement courses may be taken either at C-MU or the University of Pittsburgh.

14. Earned vacation may be taken immediately prior to an approved leave of absence.

15. Any credits over four per quarter are paid for at the full rate by the person and a total of six free credits are permitted for the duration of the Summer School.

16. The course work is taken outside normal working hours or with an adjusted schedule of equivilant hours.

	Courses	Tuition Exemption	Leave With Pay for Study	Leave Without Pay for Study	Sabbatic
Univ. of Denver					
Faculty	5 hrs/qtr	Half	DNA	1 year[17]	yes
Staff	"	"	"	"	none
Duke Univ.					
Faculty	7 hrs/sem	Reduced	DNA	1 year[19]	yes
Staff	"[18]	"	none	"	none
Florida State Univ.					
Faculty	6 crdts/qtr[20]	Free	none	6 months[21]	yes
Staff	"	"	"	"	none
Hampton Institute					
Faculty	3-6 hrs/sem	Free	none	1 year	yes
Staff	"[22]	"	"	"	none
Harvard Univ.					
Faculty	1 cor/sem	Half	DNA	DNA	yes
Staff	"	"	"	"	none
Univ. of Hawaii					
Faculty	1 cor/sem[23]	Free[24]	3-6 months[25]	1 year[26]	yes
Staff	"	"	"[27]	"	none

17. Must have completed three years of service.

18. Course work is not to conflict with working hours.

19. Limited to two years out of seven.

20. Faculty members above the rank of Instructor may not work toward an advanced degree.

21. May be extended with appropriate approval.

22. Appropriate arrangements must be made with immediate supervisor and business manager before absence from work will be given.

23. Another limit is five credits per semester. Any credits over this amount must be paid by the enrollee. Finally, the employees normal university duties must be done.

24. This is provided that time missed is made up.

25. Full pay for three months or six months at half pay for faculty members classified as R, S or A-1 or 2 at the end of five years service.

26. A combination of sabbatic followed by a leave without pay is permitted. However, leaves without pay for the purpose of work toward an advanced degree do not accumulate for purpose of sabbatical leave.

27. Persons classified as CI-2 can be granted study leaves after three years service for study for a semester at half pay or for a year at quarter pay.

	Courses	Tuition Exemption	Leave With Pay for Study	Leave Without Pay for Study	Sabbatic
Idaho State Univ.					
Faculty	6 hrs/sem	Free	none	1 sem to 2 yrs	yes
Staff	"[28]	"	"	none	none
Univ. of Illinois					
Faculty	1-2 units[29]	Free	Possible	Granted	yes
Staff	"[30]	"	"	"	none
Indiana Univ.					
Faculty	3/5 hrs/sem	Half	none	Possible	yes
Staff	"[31]	"	"	"	none
Univ. of Iowa					
Faculty	1 cor/sem[32]	none	none	1 year	yes
Staff	"[33]	"	"	none	none
Ithaca College					
Faculty	1 cor/sem	Free	Rare	1 year	yes
Staff	"	"	none	3 months	none
Kansas State Univ.					
Faculty	6 hrs/sem	none	6-12 months[34]	1 year	yes
Staff	"	"	none	none	none
Univ. of Kansas					
Faculty	5 hrs/sem	Reduced	none	1 year	yes
Staff	"	"	"	none	none

28. The time must be made up if during normal working hours.

29. Professors, Associate and Assistant Professors and Research Associates are not considered as degree candidates.

30. Permitted either without pay or must be made up during normal working hours.

31. Class time if during working hours, must be made up during the week taken.

32. Limited to those with the rank of Instructor and below.

33. Courses scheduled should not conflict with regular duties.

34. Salary rate is six months full salary and twelve months half salary.

	Courses	Tuition Exemption	Leave With Pay for Study	Leave Without Pay for Study	Sabbatic
Louisiana State Univ.					
Faculty	4 hrs/sem[35]	Free	1 year	1 year	yes
Staff	3 hrs/sem	"	"[36]	"	yes
Univ. of Maine					
Faculty	6 hrs/sem[37]	Free	1 year	1 year	yes
Staff	3 or6 hrs/sem	"	none	none	none
Mass. Institute of Technology					
Faculty	1 cor/sem[38]	Reduced[39]	DNA	1 year	yes
Staff	1 cor/sem (day)[40]	75%	none	1 year	none
Mich. State Univ.					
Faculty	4 hrs/sem[41]	Free	1 year	1 year	yes
Staff	"	none	none	none	none
Univ. of Minn.					
Faculty	yes[42]	Full	1 quarter	1 year	yes
Staff	1 cor/qtr[43]	Free[44]	none	Unlimited	none
Miss. State Univ.					
Faculty	3 hrs /sem	none	none[45]	1 year	yes
Staff	"	"	3 weeks	"	none

35. Those with rank above Instructor cannot become degree candidates but can use the credits at another university.

36. Includes teaching and research staff only.

37. Permitted for Instructors and those lower in academic rank.

38. Limited to work related courses to increase the individuals competence in his field.

39. Research staff are permitted to take one course per semester at their own expense.

40. Night courses are free. Individuals can take courses at other universities and receive seventy-five percent reimbursement on tuition costs.

41. The individual must be below the rank of Assistant Professor to earn degree credits.

42. The number of courses taken depends on the teaching load of the individual. No one above the rank of Instructor or Research Fellow is permitted to take courses for a graduate degree.

43. Time absent from work must be made up.

44. Fees must be paid by the individual.

45. Permitted by extension staff only.

	Courses	Tuition Exemption	Leave With Pay for Study	Leave Without Pay for Study	Sabbatic
Univ. of Mississippi					
Faculty	3 4 hrs/sem[46]	Full	none	1 year	yes
Staff	"	"	"	"	none
Univ. of Montana					
Faculty	6 hrs/qtr	none	DNA	Rare	yes
Staff	"[47]	"	none	"	none
Univ. of New Hampshire					
Faculty	Permitted	Half	1-2 sems.	yes	yes
Staff	Unlimited nights	"	none	"	none
New Mexico State Univ.					
Faculty	1 cor/sem	Free	yes[48]	yes[49]	yes
Staff	"[50]	"	"	"	none
New York Univ.					
Faculty	18 points/yr.	Free[51]	none	1 year	yes
Staff	8 points/trm.[52]	"	"	none	none
State Univ of New York					
Faculty	6 hrs/sem[53]	Free	yes[54]	yes	yes
Staff	1-2 cor/sem[55]	"	"	"	none
Northwestern Univ.					
Faculty	2 cor/qtr	Free	1 year	1 year	yes
Staff	" (eve.)	Reduced	30 days	none	none

46. The three - four hours may be taken during normal working hours and an additional course may be taken outside normal working hours for a total of seven hours.

47. If more than six hours per quarter are taken the individual may not receive full pay.

48. Granted, only once, after five or more years of service. The salary is similar to that of sabbatical leave.

49. Limited to the rank of Instructor and above and granted only once.

50. Staff members must make up time if course is during working hours.

51. Incidental fees not covered by the provisions are paid by the individual.

52. Courses must be taken outside of working hours.

53. No one above the rank of Instructor is permitted to take courses for graduate credit for a degree. The answer for SUNY is applicable at the Albany campus only.

54. Free tuition for a state unit while on leave and twenty-five dollars per credit hour for courses taken at other colleges.

55. Time must be made up if course is during working hours. Courses may be taken in the evening, also.

	Courses	Tuition Exemption	Leave With Pay for Study	Leave Without Pay for Study	Sabbatic
Ohio State Univ.					
Faculty	7 hrs/qtr[56]	Full	none	1 year	yes
Staff	none set	none	"	"	none
Univ. of Oregon					
Faculty	1 cor/qtr	1 third	1 year	1 year	yes
Staff	"	"	"	"	none
Penn State Univ.					
Faculty	16 crdts/yr[57]	75%	yes[58]	1 year	yes
Staff	"	"	none	"	none
Univ of Pittsburgh					
Faculty	6 crdts/sem[59]	Free	none	1 year	yes
Staff	"	"	"	none	none
Purdue Univ.					
Faculty	6-12 crdts/sem	Free	yes	none	yes
Staff	6 crdts/sem[60]	„[61]	none	1 year	none
Stanford Univ.					
Faculty	Rare	Reduced	none	1 year	yes
Staff	none	none	yes 62-63	3 mos-1 yr	none

56. Must be below the rank of Instructor.

57. This is limited to four clock hours per term. It is possible to raise the hour limit to six hours using vacation time and by having the approval of the Dean or Administrative Officer: Three term employees are limited to twelve credits for the three terms.

58. Partial salary is given, either one third or $ 2,000 whichever is lower, for the first year only. The leave can be extended to two years.

59. Associate and full Professors are not permitted to take courses for a degree at the university, however, they can do so at C-MU with six free credits per quarter.

60. Faculty members with the rank of Instructor or above, or with professional rank may not become candidates for a graduate degree. However, temporary appointees, as Instructors, can take courses. This allows up to six credits for full time employment and up to twelve credits for half time employment and up to fifteen credits for quarter time employment.

61. Fees must be paid by the individual. They are sixty dollars per semester for faculty and forty dollars per semester for staff.

62. The Director of Personnel for Stanford University stated in a telephone interview on July 18, 1969, that a program was now under development which would permit as many as five librarians to work toward a degree.

63. Ninety hours per year to attend classes are permitted.

	Courses	Tuition Exemption	Leave With Pay for Study	Leave Without Pay for Study	Sabbatic
Syracuse Univ.					
Faculty	6 hrs/sem	Free	1 year	1 year	yes
Staff	"[64]	" [65]	none	"	none
Univ of Texas					
Faculty	3 hrs/sem[66]	none	Planning	1 year	yes
Staff	"	"	"	"	"
Univ of Utah					
Faculty	6 crdts/qtr	Half	DNA	1 year	yes
Staff	"	"	"	1 quarter	none
Washington State Univ.					
Faculty	7 hrs/sem (undergrad crdts only)	Half	none	1 year	yes
Staff	6 hrs/sem[67]	"	"	Possible	none
Yale Univ.					
Faculty	DNA	DNA	DNA	DNA	DNA
Staff	"	"	"	"	"

64. Courses must not conflict with the working day.

65. The general student fee must be paid.

66. An additional seminar up to six hours is permitted.

67. Three hours in any one summer term are also permitted. The time in class if during working hours is to be made up if employed on an annual basis.

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APPENDIX IV
EDUCATIONAL PLANS OF SELECTED COMPANIES

The continuing education plans sponsored by companies for their salaried employees greatly resemble those for their hourly or union employees. However, they are, on the whole, somewhat more liberal, for in many instances they cover laboratory fees, registration fees and in some instances textbooks, where the union plans do not.

There are five areas where the union plans and the company plans are similar. These areas are that the courses must be taken outside of working hours, that they be job related, that the schools be accredited, that refunds are given after successful course completion and that if scholarships or veterans' educational benefits are available the company will pay only the difference up to its commitment. Any exception to these similarities is noted in the footnotes on the following chart.

In many instances, correspondence courses were permitted by the company. The regulations governing regular classroom attendance also applied to the correspondence courses.

In addition to the out-of-working hours classes and correspondence courses, many companies have special seminars and lectures for their salaried employees. The principal reason for these special company conducted courses is that rapid technological changes, in many industries, have required that the skills of the employees be updated.

Prime examples of such programs are those conducted by Westinghouse, Lockheed, and Bell Laboratories. Of these three, the programs given by Westinghouse appear to be the most extensively organized. Some of these are Analysis, General Advanced Mathematics, Statistics, Numerical Analysis, Business and Management Program, New Engineering Concepts, and New Manufacturing Concepts.[1]

Of course, the primary reason that companies are interested in assisting employees in continuing their education is because they are in very competitive areas with regard to products and talent. As an official of Corning Glass stated: "We must offer these benefits (educational) if the company is to remain in a competitive position." He further stated that: "You would expect universities to be the most progressive institutions in this field. However, they are not for they have been concerned with the students and the faculty."[2]

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1. Westinghouse Electric Corporation. Training and Development Department. Continued Education for Westinghouse Professional Personnel, 1968, 1969. Pittsburgh, 1968, pp. 5-6.
2. Conversation between Robert V. Pezdek and an official of Corning Glass Works, July 17, 1969. The official requested that his name be withheld. However, permission was granted to use his statement.

EDUCATIONAL PLANS[41] OF SELECTED COMPANIES

	Participants	Schools	Tuition Refund
American Airlines	Mgmt & Spec[1,2]	C[3], U[4], T[5]	50 - 75%[6]
American Metal Climax. Inc.	All emp.[7]	C, U, T	50%[8]
American Smelting & Refining Co.	Sal.[9] emp.	C, U, T	75 - 90%[10]
American Telephone & Telegraph Co.	All emp.	C, U. T	100%[11]
Armstrong Cork Co.	All emp.	HS,[12] C, U, T	100%
Bell Telephone Laboratories	All emp.	C, U, T	100%[13]

1. Mgmt. - Abbreviation for Management.

2. Spec. - Abbreviation for Specialist.

3. C - Symbol for College.

4. U - Symbol for University.

5. T - Symbol for Technical School.

6. The American Airline rebate includes tuition, registration and laboratory fees. A grade of A gives a 75% refund, any other grade a 50% rebate up to a maximum of $100 per semester or $200 per calendar year. The company pays the taxes on the tuition refund to the employee.

7. Emp. - Abbreviation for employees...those employed full time.

8. Also includes textbooks.

9. Sal. - Abbreviation for salaried employees.

10. Includes miscellaneous fees and books. The refund is 90% of $200 and 75% of costs over $200.

11. Refund is 100% up to $300 per year.

12. HS - Abbreviation for High School.

13. There are three types of programs; Undergraduate. Masters and Doctoral. In the Undergraduate plan the employee is reimbursed for up to eight credit hours per semester. These are taken outside of working hours. In the Masters program a reduction of work time up to a day per week can be obtained if the courses cannot be taken in non-working hours. Auditing on release time is also permitted. Under the Doctoral plan a years' leave is granted for the final thesis year. If there is a residence requirement for the year preceeding the thesis work the years' leave may be taken then. However, the university must agree to permit this action. The student employee must complete the thesis as part of his regular job. He receives full salary and other required university expenses.

	Participants	Schools	Tuition Refund
Consolidated Edison	All emp.	HS, C, U, T	50%
Corning Glass Works	All emp.	HS, C, U, T	100%[14]
Esso Standard Oil Co.	All emp.	C, U, T[15]	2/3[16]
General Electric Co.	All emp.	C, U	Part or all
General Foods	All emp.	C, U, T	100%
General Motors	Sal. emp.	C, U	100%[17]
B.F. Goodrich Co.	All emp.	C, U	50%[18]
Humble Oil & Refining Company	All emp.	C, U, T	75%

14. Tuition is refunded at a rate of 75% upon completion of each course. When the degree, diploma or certificate is obtained the remaining 25% is refunded. Leave of absence for educational purposes is granted provided you have been accepted by an accredited college or university and have the approval of division manager. A limited number of employees can obtain salary while on leave. If studying for a Master's degree the salary is 50% or for a PhD 100%. The maximum leave is three years. An individual can obtain up to two years additional educational leave if he returns to full time employment for at least one year.

15. Educational leave is granted, however, the employee must pay all expenses. There is no tuition refund and no salary.

16. Up tp $225 per year.

17. Up to a maximum of $250 per year for tuition only.

18. Limited to six credit hours per term.

	Participants	Schools	Tuition Refund
Libby. Mc Neill & Libby	All emp.	C. U, T	75%[19]
Lockheed Aircraft Corp.	Engineers	C. U	75%[20]
Philip Morris Co.	All emp.	C, U, T	Variable[21]
Scott Paper Co.	All emp.	C. U. T	Variable[22]
Southern New England Telephone Co.	All emp.	C. U, T	50%[23]
Westinghouse	Sal. emp.	C. U	100%[24]
Worthington Corp.	All emp.	C. U[25]	66 2/3 %

19. Limited to a maximum of six credit hours per term.

20. This is limited to courses for a Master's and PhD degrees. The employees are given a day and a half off work per week while carrying at least six credits. They also receive 70% salary. During school vacation periods they are required to work full time and receive full salary. Travel and moving allowance are provided for those living outside Southern California.

21. The amount of refund is based on the grade received in the course: A or equivilant, 100%; B or equivilant, 75%; less than B but passing, 50%; and Failing, no refund. For correspondence courses the refund is 50% for those passed.

22. Tuition is refunded as follows: A - 100%; B - 100%; C - 75%; completion of course - 50%; and Incomplete - 0%. For courses in which grades are not given the reimbursement is at a rate of 75%.

23. Excludes correspondence, non-credit, short term courses, institutes and conferences.

24. The tuition is refunded at the rate of 50% upon completion of each course. The remaining 50% is refunded upon receipt of the degree. Since 1927, under this program a total of 1,401 advanced degrees have been granted; 87 PhD's and 1,314 Master's.

25. Correspondence courses may be approved when no other formal classroom instruction is available. Up to nine credit hours per term are permitted.

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APPENDIX V
SELECTED LABOR UNION PROGRAMS OF CONTINUING EDUCATION

The three international unions and their locals studied were the International Ladies' Garment Workers' Union, the International Association of Machinists, and the International Union of United Automobile, Aerospace and Agricultural Implement Workers of America (U. A. W.).

The study revealed that the purposes of continuing education in this area are to enable the companies involved to improve their competitive position and to assist their employees in taking advantage of promotional opportunities in the future.

The educational programs that exist between companies and unions are usually part of the union contract or agreement or are enterered into via a letter of understanding. These agreements, etc., are usually not subject to grievance procedures set forth in the collective bargaining agreements between the company and the union.

Regardless of the type of formalization, the larger companies tend to give tuition refunds while the smaller companies only give time off the job for vocational courses.

The money that an employee spends in the pursuit of an education is generally reimbursed upon proof of successful completion of the course or courses. However, a few contracts and agreements provide for a fifty per cent payment at the beginning, and fifty per cent payment at the end of the course, up to the amount for which the company is committed.

The tuition reimbursement given is on a percentage basis ranging from 25 to 75 per cent up to amounts of $250.00 or $400.00 per calendar year depending on the agreement. One firm, the International Harvester Company, gives one hundred per cent reimbursement. A number of the U. A. W. contracts have a $350.00 provision for courses at accredited colleges and universities per calendar year.

In only one instance, did a contract specify the number of credit hours an employee could take per semester--which was eight.

All of the contracts and letters of understanding contained stipulations on educational leaves. In almost all instances, this included one year or more of seniority before being eligible for such a leave. Other specifications were that the courses be job-related or a pre-requisite for a basic degree or certificate, and that they be approved by the company before enrollment.

Educational leave was in most instances available for a period of a year and was renewable, for the most part, up to a total of four years. The employee is able to re-apply for employment within thirty days after his educational pursuit ends and is re-employed with seniority. This provision is contingent on the employee's furnishing proof from the school attended that he had indeed attended the school and had received satisfactory grades.

Some companies made provision for summer or temporary employment for the employee on leave. Courses taken without educational leave had for the most part to be taken outside normal working hours. Here again companies would reimburse the student employee using the formulas described earlier. The courses taken do not have to be at an institution of higher learning. They can be at accredited business schools, high schools, and trade and technical schools.

One other type of leave is available at the International Harvester Company. This leave is for duty with the Peace Corps and for a period not to exceed two years.

Finally, the companies in conjunction with the unions give numerous in-house training programs. These programs are for apprentices or for other employees who must upgrade their skills because of technological changes.

Union-Sponsored Courses

The courses which are run by unions are usually of short duration--one or two week sessions. However, there are courses given one day a week for a longer period of time. These courses are concerned with matters which affect unions.

Such courses cover the training of union officers in their responsibilities and are designed to increase their administrative and communication skills. They are also designed to elicit more participation in the union by its members and to educate the membership on the history of the union, on problems facing labor, and on political and legislative issues. Other topics in which courses are given include grievance handling, time study, job evaluation, labor history and social security.

The international unions generally sponsor vocational education programs through their locals. These programs are mostly run in cooperation with the public school system: however, some are under union administration. The purpose of these programs is to upgrade the skill of the less skilled worker.

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